**K-5 Math Lesson Plan**

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| **Teacher: Santoro/Muire** | | | **Grade:1** | | | **Date(s)**: Day 3 |
| **Unit Title:**  Unit 1: Count to 120 | | | | **Corresponding Unit Task: Task 2** | | |
| **Essential Question(s):** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Gallon and quart size bags, Large bags for items up to 120 (labeled for teacher)** | | **Student:**  **Pencil and recording sheet for each student** | | | **Tens, ones, bundles left-over, groups, digit, counting on, one digit number and two digit number** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1 NBT .1 and 1 NBT.2a** | | | | | |
| **I can Statement(s): I can count objects to 120.**  **I can write from 1 to 120. I can make bundles of ten with ones left-over.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Read book | | | | | |
| **Teacher Directed: Model counting objects from a gallon bag. Then, model how to put the items in groups of tens. Put a group of ten in each of the small bags provided. Do this until all the objects are placed in a small bag, and the left-overs (or ones) are identified. Model how to write the number, explaining the concept of two-digit numbers and how the place of the number determines its value.** | | | | | |
| **Guided Practice: Students are put into groups to practice counting and placing objects from the large bag into the small bags. They will be identifying how many bundles of ten their large bag had, and how many are left over. They will record the number of objects the large bag contained on their recording sheet. Do this several times in their groups.** | | | | | |
| **Independent Practice: Student will then practice the skill individually in a center. At the center, the children will record the number of items in their bags on the student recording sheet.** | | | | | |
| **Closing/Summarizing Strategy:** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
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| **Assessment(s):** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |